Outreach Division of School Improvement

Important Dates	
ISTEP+ Applied Skills Paper/Pencil	02/25-03/13/2
ISTEP+ Applied Skills Online	03/02-03/20
SBOE March Meeting	03/12
IREAD 3	03/12-03/18
Daylight Savings-Clocks "Spring" forward	03/08 at 2:00am

Special points of interest:

♦ Acuity Readiness 3 may be used as an instructional tool which may guide your instruction and interventions

March

March came in like a lion, so hopefully it will go out like a lamb. I hope everyone has a productive month of March. Don't forget to set all of those clocks forward an hour this weekend. Daylight Savings begins on March 8th at 2:00am.

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A little humor and a little motivation

Kid Snippets on Youtube.com

https://www.youtube.com/watch?v=KdxEAt91D7k

Angela Maiers' "You Matter"

https://www.youtube.com/watch?v=0RtAetJHEFE

I know there is a lot of stress with assessments, but remember YOU MATTER, and YOUR STUDENTS MATTER!

Effective Use of Data

Effective Use of Data
Turnaround Principle #6
The focus of this article for this month is Turnaround Principle 6 –Effective Use of Data. Turnaround Principles are not only used as a strategic system to support schools that may be struggling, but more importantly the eight principles are indicators for high performing schools. When discussing Turnaround Principle 6 using data effectively can positively impact student achievement. A cyclical process of reviewing data creates data driven dialogue with instructionally relevant questions that help determine the principles of learning, response to intervention, curriculum, instruction, and assessment.

Data for Climate and Culture
Collecting and analyzing multiple points of data surrounding the school's climate and culture can illuminate additional opportunities for improvement. Schools can review attendance, tardies, behavior/discipline, and survey data during this process. Monitoring school attendance and tardies can have an effect on student achievement. Students are not able to learn if they are not in school. It is essential that schools proactively begin to identify students with attendance issues and work with the student and family to reduce the barriers preventing the student from being at school each day and on time. It is also an effective practice to review behavior data and set up interventions for the most frequently referred and/or suspended students with the goal in mind of reducing their time out of the classroom where a student learns best. Trends in behavior data may reveal the need for support for the staff in professional development in the area of behavior management. Survey data from all stake holder groups should also be used to monitor the climate and culture. Use the data from the surveys to develop a plan for improvement with the school leadership team and community representatives.

Data for Student Achievement
For sustained school improvement it is essential that all staff members are familiar with student data and use it to drive instructional decisions. Staff should have easy access to the data management system. When embedded into the culture of the school, this system should allow for a systematic collection and analysis of a range of student data. Teachers should effectively utilize the data regularly to determine instructional strategies, student groupings, and targeted interventions. By setting up clear and effective protocols that guide the use of data, staff members will know how to review disaggregated data to track and monitor the progress of all students. This will help in monitoring the implementation of strategies and striving to meet the goals established in the School Improvement Plan.

Analysis Process
An established specific schedule, process, and protocol for analyzing on-going formative assessment data are extremely important to ensure improvement. Collaboration time with an expectation of analyzing formative assessment data during this time should be embedded into a school's schedule. The principal should have a way to monitor the effectiveness of this collaboration time. The outcome of the collaboration is a developed plan of how the areas of weaknesses will be addressed in instruction and lesson planning. All if these data sources should also direct professional development opportunities towards instructional needs rather than teacher interest, ensuring that the professional development is geared toward the School Improvement Goals versus being disconnected and random. During daily, frequent walk-throughs, principals should be focused on verifying that agreed upon practices and improvements are implemented with quality. Teachers should understand that principals will be verifying the implementation of professional development initiatives in their teaching.

Focus and Priority Schools:

1) Attention Superintendents: All Ensuring Leadership documents should be submitted to the IDOE Outreach Division of School Improvement by now. If you have not submitted all documents and necessary evidence, please submit the proper 2015 Ensuring Leadership Documents and Evidence by email to ldercach@doe.in.gov

2) Have you checked out the Outreach Site? There are resources for all 8 turnaround principles, dates to know, and all of the documents you need.   http://www.doe.in.gov/outreach

3) If you have any questions, please contact me for assistance.

Resources

College and Career Readiness Assessment

I am hearing from many teachers and principals wondering how the new assessment will look to students. The Office of Student Assessment has a link to the College and Career Readiness Assessment sample. They encourage that teachers, principals, parents, and students utilize this resource. The link below directs you to the site. The login and password is already populated with the proper log-in information. http://experience-ccra-in.ctb.com/

Family Engagement

Indiana Association for Child Care Resource and Referral (IACCRR) announces **The Child Care Search** button, a **free** service that directs users to www.childcareindiana.org and allows your school to partner with the Indiana Association for Child Care Resource and Referral (IACCRR) and local Child Care Resource and Referral agencies to help families find high quality child care and out-of-school time options. **Adding the Child Care Search button to your school website is easy and FREE!** For more information, visit www.iaccrr.org and click on 'Link to Us'. For questions, contact the Indiana Association for Child Care Resource and Referral at datahelp@iaccrr.org.

Assessment & Accountability

Assessment and Accountability Transition 2014-15—Assessment/Accountability Chart

Assessment Blueprints and Instructional & Assessment Guidance Documents

Assessment Dates

Acuity Dates

Acuity Information—recent Power Point regarding changes to Acuity for the 2014-15 School Year

Toolbox Tips ~ 2

If you are a master teacher, new teacher, or an educator who is constantly working to develop your strengths and refresh your toolbox, reviewing the 49 techniques in Doug Lemov's book **Teach Like a Champion** and the core ideas from Paul Bambrick-Santoyo's book **Leverage Leadership** are great places to begin.

Classroom Management Levers

Technique 42: No Warnings

Warnings are the quickest way to lowering classroom expectations.

Keep expectations high by doing the following:

- Intervene early (*proactively remind them with what to do*)
- Be reliable, predictable and consistent (*give consequences right when needed*)
- Make consequences proportionate to the misbehavior keeping incentives in play
- (*Ask yourself how effective is your system with fostering and maintaining positive behaviors.*)
- Remain calm, poised and impersonal (*avoid sarcasm and condescending remarks*)
- Address the behavior privately when possible (*and publicly if necessary- students need to know that everyone will be held accountable*)

Remember, a reminder is different than a warning. Be relentless in framing positive expectations!

Instructional Levers

Core Idea: Effective instruction is not about whether we taught it. It's about whether the students learned it.

Are you having the right conversations in your PLCs, data conferences, etc.? The conversations that lead to results...Successful data-driven instruction depends on these four key fundamental areas.

- **Assessment:** What is the roadmap to rigor? What do the students need to master? Have you defined how to assess the standards? What do I need to teach for my students to be able to master the questions on the assessment?
- **Analysis:** Do you have more than a "scoreboard"? Where are the students struggling and why? Standard by standard, what are you noticing about your student's performance?
- **Action:** Did the students learn it? What new teaching plans will be implemented to respond to this analysis? How can we teach it so that they learn it?
- **Systems:** What systems and procedures will ensure continual data-driven improvement? Is the assessment cycle prioritized on your calendar?

Remember, assessments are the roadmaps to rigor! Effective data analysis tells you if you are following the path.

Created by Starr Hairston, Region 9 Outreach Coordinator

Important information regarding ISTEP+….from the Office of Student Assessment

We have had a number of questions regarding how two different test forms (Form 1 and Form 2) can provide equitable scores. These questions are certainly understandable given the high-stakes use of assessment results. You are welcome to share the any or all parts of the following information with corporation and school staff.

Operational Field Test Design

All items used on ISTEP+ must be piloted with Indiana students. The piloting process typically occurs a year in advance and with relatively small groups (as compared to the spring 2015 plan involving the entire population of students across the state in each grade level). In order to meet the U.S. Department of Education (USED) requirement to administer a fully operational assessment aligned to college- and career-ready standards by the spring of 2015, Indiana was obligated to administer an "operational field test" as the spring 2015 ISTEP+ administration. The concept of an operational field test means that all items are considered pilot items until the performance of each item can be reviewed (following actual testing), and the items that comprise the "operational test form" are selected based on item statistics.

Creation of Test "Forms"

The interest in shortening testing time led to a reduction in the number of open-ended (applied skills) items <u>for each student</u> during the ISTEP+ Part 1 test. As <u>every open-ended item</u> must be piloted now for the spring 2015 operational form selection and to build future test forms, the Part 1 test sessions were divided into two test "forms", and the forms were assigned randomly to schools across the state. The two forms, referred to as Form 1 and Form 2, include 4 sessions each: 1 Mathematics session, and 3 English/Language Arts sessions.

Test Form Comparability and Equating

As all of the test sessions were part of the operational field test design, each session within a content area was not created to be a mirror image of the other. For example, Mathematics Session 1 and Mathematics Session 2 do not necessarily measure the same exact standards. While this may be true, items from **both Part 1 *and* Part 2** are required to create a complete test form. When item selection for each of the two forms (Form 1 and Form 2) is complete, both forms are parallel in terms of the standards assessed and the degree of difficulty of the assessment forms overall. The standards alignment and matching degree of difficulty enable the two test forms to be equated—meaning that although some of the test questions are different, the forms measure the same standards and are reported on the same score scale.

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Other ways to connect to IDOE
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Online Communities of Practice
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Twitter—@EducateIN
Pinterest—INelearn